

### Original Oratory - 10 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>Identify a problem in society (institutional, behavioral, or attitudinal)</li> <li>Use research to analyze the problem and develop solutions(s)</li> <li>A persuasive speech intended to get its listeners to think or feel a certain way about a topic</li> <li>Usually the topics are value-based and not policy based, either approach is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>To craft a persuasive speech that showcases the student's writing skills and ability to advocate and educate</li> <li>Typically developed as a problem, cause, solution speech or a cause, effect, solution speech</li> </ul>	<ul style="list-style-type: none"> <li>A variety of persuasive skills (uses evidence, logic, and emotional appeals)</li> <li>Eloquence in style</li> <li>A topic that is of personal interest and significance to the speaker</li> <li>A topic that is current and relatable to audience members</li> </ul>

### Informative - 10 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>Delivery of an original informative composition on a topic chosen by the student</li> <li>Intended to educate its audience about a meaningful, worthwhile topic</li> <li>Should not be persuasive</li> <li>The student may use visual aids to show or demonstrate aspects of the topic</li> </ul>	<ul style="list-style-type: none"> <li>To inform and educate the audience on the topic <b>and</b> convey the topic's importance</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of subject and information for the audience</li> <li>Student must be effective at teaching, engaging the audience, and making the topic come alive</li> <li>Inventive use of visual aids</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>Attention-getting introduction</li> <li>Clear thesis or central idea statement near the beginning of the speech</li> <li>Clear organization of the speech</li> <li>Credibility-strong, worthwhile examples are cited and sources should be quoted</li> <li>At least 2 sources</li> </ul>	<ul style="list-style-type: none"> <li>Your thesis statement seemed unclear.</li> <li>I'm having problems following the structure of your speech.</li> <li>Perhaps the organization could be cleared up a bit.</li> <li>I'm looking for some credible support for the arguments you are making.</li> <li>Perhaps some examples and a quoted source or two would help make your arguments more convincing.</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>Attention-getting introduction</li> <li>Clear thesis statement and preview of main points of the speech</li> <li>Clear organization of the speech - usually, a preview of the main points after the thesis will clarify this</li> <li>At least 2 credible sources are expected</li> </ul>	<ul style="list-style-type: none"> <li>Your thesis statement seemed unclear.</li> <li>I'm having problems following the structure of your speech.</li> <li>Perhaps the organization could be cleared up a bit.</li> <li>I'm looking for some credible support for the information</li> <li>Perhaps some examples and a quoted source or two would help make your arguments more convincing.</li> <li>Be careful- your speech tends to get a little persuasive in tone.</li> <li>Perhaps you could cover some of the negative aspects behind this topic.</li> </ul>

### Extemporaneous Speaking -30 minutes prep, 7 min. speak

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Draw event-the topic will be different each time the student speaks.</li> <li>• Student draws 3 questions and chooses 1.</li> <li>• Delivery of a speech answering a current events question</li> <li>• Persuasive in tone because the speaker is trying to convince audience that answer is correct</li> <li>• Students should give judge the slip with the question on it</li> </ul>	<ul style="list-style-type: none"> <li>• To synthesize/ analyze current events into an answer</li> </ul>	<ul style="list-style-type: none"> <li>• Creative concept or premise</li> <li>• Strong use of language and dialogue</li> <li>• Adherence to the question drawn</li> <li>• Well-chosen, relevant information</li> <li>• Organization of the material</li> </ul>

### Great Speeches - 10 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Delivery and analysis of a speech - historical or contemporary-determined by the speaker to be "great"</li> <li>• The use of a communication or rhetorical model to examine and analyze the original speech</li> <li>• Several speeches around on theme could be used or several speeches by one speaker could be used</li> </ul>	<ul style="list-style-type: none"> <li>• To convey the significance of the speech, optionally using a communication model to demonstrate why the speech was successful</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and editing of source material</li> <li>• Sensitivity to author's ideas and purpose</li> <li>• Analysis of speech's historical potential and/or rhetorical importance</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Attention-getting introduction which includes the speaker stating the question drawn and answer to the question</li> <li>• Organization and main points should be clear by using a preview statement</li> <li>• Credibility-sources should be quoted- at least 2 sources</li> <li>• Convincing answer to the question</li> <li>• Fluid and clear delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Your main points were not well supported.</li> <li>• Make sure you give credit to the sources you used.</li> <li>• Perhaps you could have given a brief explanation how the problems ... This would help those of us who aren't familiar with the problems.</li> <li>• I'm having problems following the structure of your speech.</li> <li>• Perhaps the organization could be cleared up a bit.</li> <li>• Work for more vocal variety.</li> <li>• Try to put more conviction in your voice</li> <li>• Show us that you believe in what you're saying</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Attention-getting introduction which may or may not include an excerpt from the great speech</li> <li>• Analysis should be interspersed with text from the great speech</li> <li>• Analysis should examine why the speech is important, what impact it had on its audience, and what devices did the writer use - emotional, appeals, logic, figurative language, repetition</li> </ul>	<ul style="list-style-type: none"> <li>• I had trouble separating your analysis from the text of the great speech.</li> <li>• Perhaps a step for transition would help or maybe a stronger change in your voice.</li> <li>• Perhaps the organization could be cleared up a bit.</li> <li>• Your analysis could include more about why this speech is important today.</li> <li>• Work for more vocal variety.</li> <li>• Try to put more conviction in your voice</li> <li>• Show us that you believe in what you're saying</li> </ul>

### Discussion - 60 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Small group effort to reach a solution to a problem /task (provided to the contestants) through informal interchange of facts, inferences, and judgments</li> <li>• Emphasis on the task and social dimensions of group interaction</li> <li>• Evaluate the discussion</li> <li>• Do not intervene</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage cooperation and critical thinking in problem solving</li> <li>• Goal is for students to "solve the task" they have been presented</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions to the group effort</li> <li>• Possession of sufficient, high-quality information and evidence</li> <li>• Understanding of major issue</li> <li>• You will be given one critique sheet for the whole group</li> </ul>

### Extemporaneous Reading - 30 min. prep / 7 min. present

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Draw event</li> <li>• Students can choose to read prose or poetry</li> <li>• They should give you the slip with the title on it</li> <li>• The story or poem will be different each time the student speaks</li> </ul>	<ul style="list-style-type: none"> <li>• To read selections with effective vocal and physical expression</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth delivery of language</li> <li>• Strong storytelling and audience engagement</li> <li>• Authenticity of emotion and character</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Positive leader in the round</li> <li>• Strong, credible information to help the discussion progress</li> <li>• Asking helpful, thought-provoking questions</li> <li>• Good understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Sam-good job of taking the leadership role. However, you could try to lessen your demanding tone.</li> <li>• Thomas-make sure to back up your point with the source.</li> <li>• Group-at times you all seem to be drifting off-task.</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• The introduction should be memorized</li> <li>• Use of the book is required when reading</li> <li>• Overall, fine interpretation of the story or poem</li> <li>• Distinction between characters</li> <li>• Bodily movement and gestures should be appropriate to the speech</li> <li>• Fluency and pace should vary accordingly</li> <li>• Characters should be believable</li> <li>• A definite mood should be established by the speaker - it might change but you should always know what mood is being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Remember, that you are not just reading to us, you are interpreting the literature.</li> <li>• Build this story to its climax and convey its meaning to us.</li> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing." Remember to portray the believability of the character.</li> </ul>

### How to proceed for Discussion

- As the judge, you will be given the task for the round you are judging in your judging packet at the beginning of the day.
- To begin the round, hand out the task to each individual, face down.
- The students will take over from there.
- Usually they will need a few minutes to study the task and get organized.
- **Attitude, Ethics, Information and Evidence, Interpersonal Skills, Leadership, Listening Skills, Reasoning and Analysis, Speaking Skills**

**Storytelling - 30 min. prep / 7 min. present**

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Draw event</li> <li>• Reinterpretation of a fairy tale or fable with limited preparation</li> <li>• They should give you the slip with the title on it</li> <li>• Should re-tell the story from the book in <b>OWN</b> words</li> </ul>	<ul style="list-style-type: none"> <li>• To recreate the story in his/her own words and convey its relevance to a modern audience</li> </ul>	<ul style="list-style-type: none"> <li>• Creative, dynamic vocal and physical characterization</li> <li>• Effective, balanced, and appropriate use of narration and dialogue</li> <li>• Analysis of story's moral relevance to the audience</li> <li>• Characters may be exaggerated to convey meaning of the selection</li> </ul>

**Prose - 10 min.**

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Interpretation of fiction or nonfiction literature that is essentially serious in nature.</li> <li>• A published story or novel</li> </ul>	<ul style="list-style-type: none"> <li>• To test a student's dramatic skills through script analysis, delivery, timing, and character development</li> </ul>	<ul style="list-style-type: none"> <li>• Insightful, appropriate vocal and physical characterization</li> <li>• Strong character development</li> <li>• Emotional transformation or realization</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• The entire delivery, including the introduction, should be memorized</li> <li>• Emphasis should be placed on recreating the story using conversational narration style, fun and appropriate characters, and the creation of a fun engaging, storytelling mood</li> <li>• Distinction between characters</li> <li>• Bodily movement and gestures should be appropriate to the speech</li> <li>• Fluency and pace should vary accordingly</li> <li>• Characters should be believable</li> <li>• A definite mood should be established by the speaker - it might change but you should always know what mood is being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing." Remember to portray the believability of the character.</li> <li>• I thought you could have focused on the theme or message of the selection in your introduction.</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Students should be judged on his/her ability to convey the meaning of the selection through use of vocal, facial, and limited bodily expression.</li> <li>• Introduction sets up the theme, mood, and scene.</li> <li>• Distinction between characters</li> <li>• Bodily movement and gestures should be appropriate to the speech</li> <li>• Fluency and pace should vary accordingly</li> <li>• Characters should be believable</li> <li>• A definite mood should be established by the speaker - it might change but you should always know what mood is being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing." Remember to portray the believability of the character.</li> <li>• I thought you could have focused on the theme or message of the selection in your introduction.</li> <li>• I would have liked to have seen more tension in your face and voice during the _____ scene.</li> </ul>

### Poetry - 10 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Interpretation of a poem or collection of poems that are essentially serious in nature</li> <li>• May be from a single poem, or a collection of poems</li> </ul>	<ul style="list-style-type: none"> <li>• To test a student's dramatic skills through script analysis, delivery, timing, and character development</li> </ul>	<ul style="list-style-type: none"> <li>• Insightful, appropriate vocal and physical characterization</li> <li>• Authenticity of emotion and character</li> <li>• Effective, varied rendition of poetic language and delivery</li> </ul>

### Drama - 10 min.

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Interpretation of literature written for the stage that is essentially serious in nature</li> <li>• May be from a single poem, or a collection of poems</li> </ul>	<ul style="list-style-type: none"> <li>• To test a student's dramatic skills through script analysis, delivery, timing, and character development</li> </ul>	<ul style="list-style-type: none"> <li>• Insightful, appropriate vocal and physical characterization</li> <li>• Strong character development</li> <li>• Emotional transformation or realization</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Students should be judged on his/her ability to convey the meaning of the selection through use of vocal, facial, and limited bodily expression.</li> <li>• Introduction sets up the theme, mood, and scene.</li> <li>• Distinction between characters</li> <li>• Bodily movement and gestures should be appropriate to the speech</li> <li>• Fluency and pace should vary accordingly</li> <li>• A definite mood should be established by the speaker - it might change but you should always know what mood is being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing." Remember to portray the believability of the character.</li> <li>• I thought you could have focused on the theme or message of the selection in your introduction.</li> <li>• I would have liked to have seen more tension in your face and voice during the _____ scene.</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Students should be judged on his/her ability to convey the meaning of the selection through use of vocal, facial, and limited bodily expression.</li> <li>• Introduction sets up the theme, mood, and scene.</li> <li>• Distinction between characters</li> <li>• Bodily movement and gestures should be appropriate to the speech</li> <li>• Fluency and pace should vary accordingly</li> <li>• A definite mood should be established by the speaker - it might change but you should always know what mood is being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing." Remember to portray the believability of the character.</li> <li>• I thought you could have focused on the theme or message of the selection in your introduction.</li> <li>• I would have liked to have seen more tension in your face and voice during the _____ scene.</li> </ul>

**Humor- 10 min.**

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Interpretation of literature intended to provoke laughter</li> <li>• Can be taken from prose, poetry, or a play</li> <li>• It is not written by the student</li> </ul>	<ul style="list-style-type: none"> <li>• To test a student's comedic skills through script analysis, delivery, timing, and character development</li> </ul>	<ul style="list-style-type: none"> <li>• Creative, dynamic vocal and physical characterization</li> <li>• Authenticity of emotion and character</li> <li>• Are they funny?</li> <li>• Does it make sense?</li> <li>• Are characters clear?</li> </ul>

**Creative Expression- 10 min.**

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Interpretation of material written by the speaker</li> <li>• Usually written as a funny story, but may also be serious or poetry</li> <li>• At least 80% is original - written by the speaker</li> <li>• The mood of the speech may be serious, humorous, or both</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage creativity through writing and performance techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Creative concept or premise</li> <li>• Strong use of language and /or dialogue</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Wacky or exaggerated characters may help convey the humor</li> <li>• Did you laugh?</li> <li>• How difficult was the script?</li> <li>• Were there many characters or just 1 character?</li> <li>• You should be able to distinguish between the many characters</li> <li>• You should be able to follow the plot of the story easily</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Don't rush over funny lines. We won't laugh if we don't hear them,</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Solid writing ability and performance of the writing</li> <li>• A clear message or theme that indicates some thought has been put into the creation of this speech</li> <li>• The student may use pantomime, storytelling, or any variety of performance styles.</li> <li>• The student may walk around the room</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Be careful that your ending is not too abrupt - we want to be prepared for it.</li> <li>• Avoid "over-dramatizing."</li> <li>• You need to make sure you have carried a distinct theme throughout your selection.</li> </ul>

**DUO - 10 min.**

Description	Objective	Additional Judging Criteria
<ul style="list-style-type: none"> <li>• Two students work together to tell a story or a scene</li> <li>• May be humorous or serious</li> <li>• Students may play single or multiple characters</li> <li>• Students may move around the performance space freely, but may not make direct body or eye contact</li> <li>• The script can be taken from any genre of literature</li> </ul>	<ul style="list-style-type: none"> <li>• To convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork and balanced performance between the partners (one doesn't speak 2x as much as the other)</li> <li>• Strong interactions between characters</li> </ul>

Things to Look For	Sample Helpful Comments
<ul style="list-style-type: none"> <li>• Only during the introduction or transitions may the students look at each other</li> <li>• Usually, the 2 students will look straight ahead when talking to each other</li> <li>• The students do not need to make eye contact with the audience, however it is permitted.</li> <li>• Movement is restricted. Students are not allowed more than about 2-3 steps.</li> <li>• Steps should be used as transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Slow down a little so we can hear each word and picture the scene.</li> <li>• It's difficult to listen when you rush through the details.</li> <li>• Don't rush over funny lines. We won't laugh if we don't hear them,</li> <li>• When you're not talking, remember to react facially when it is appropriate</li> </ul>

**Positive Comments**

- Great energy
- A lot of passion and engagement
- Nice vocal control
- Wonderful poise and confidence
- Nice use of techniques/props/accents
- Perfect use of eye contact
- Very appropriate gestures and/or movements
- Eye contact is consistent
- Nice recovery from stumbles
- Character voices are good
- You look like you're having fun
- This was a very difficult round
- Good use of speaking time
- I liked how you set the stage in your intro. It was a very vivid picture
- Great job connecting your conclusion to your intro. This helped me see the big picture.
- Great grasp of the facts.
- I liked how you went beyond common knowledge with many facts.
- Specific and clear examples to support your ideas.

- I liked how you changed your pace to create the mood of your speech.
- Excellent use of pauses for dramatic impact.
- I enjoyed your facial expressions. They really made your speech even funnier.
- Your hand gestures were very natural and relaxed. Nice job.
- You did an excellent job building this selection to its climax.
- The two of you have a nice chemistry.
- I can tell you enjoy doing this.
- Your characters were very fun and so distinct! I always knew who was talking.
- Your characters are fun, distinct, and energetic!
- I really liked how you carried a distinct theme throughout your selection.
- You obviously chose a selection you like.
- You were very familiar with the piece and throughout your performance; I could tell that you were enjoying yourself.
- Your articulation is precise.
- You are very poised, comfortable, engaging speaker and you communicated your ideas to the audience very clearly.
- Your main points were well supported and I appreciated the fact that you gave credit to many credible sources.
- Excellent thesis statement.

